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| --- | --- | --- | --- |
| **Criteria** |  |  |  |
| **Group**  **Skills** | The student in the group co-operates and listens to others. He/she is able to:  - share ideas and consider different points of view and feelings  - show respect for others  - resolve conflict and move on easily.  - make decisions as a group  - contribute equally | The student in the group co-operates but sometimes has difficulty when  he/she  - listens to others  - shares ideas and considers points of view and feelings  - shows respect for one another  - resolves conflict  - makes decisions  - makes contributions | The student in the group struggles  to co-operate and is not able to  constantly  - listen to others  - share ideas and consider points of  view and feelings  - show respect for others  - resolve conflict  - contribute equally with other  members |
| **Notes** |  |  |  |
| **Information,**  **relevance and**  **Organization** | - The information is accurate and closely related to the central idea and the inquiry points  -Information is gathered and carefully and thoroughly recorded; students’ questions are answered in detail. | - Detailed facts; information is mostly accurate and related to the central idea and the inquiry points  - Information is gathered and adequately recorded; majority of student questions are answered adequately. | - Very little evidence; the information is sometimes  inaccurate and unrelated to the  central idea and the inquiry points; facts don’t match the topic; can’t answer questions; facts not understood  - information is gathered but  carelessly recorded; students’ questions are answered with limited detail. |
| **Notes** |  |  |  |
| **Reflection** | Journal entries are consistently  - thoughtful  - honest  - focused  - detailed  - makes connections  - clarifies explanations  - develops understanding | Journal entries are sometimes  - thoughtful  - honest  - focused  - detailed  - makes connections  - builds explanations  - develops understanding | Journal entries are not  - thoughtful  - honest  - focused  - detailed |
| **Notes** |  |  |  |
| **Inquiry**  **Skills** | The student uses  - several reliable sources of  information  - a variety of relevant resources  - keeps detailed notes  - has a detailed bibliography | The student uses  - some reliable sources of information  - some relevant resources  - keeps notes  - supplies a bibliography | The student uses  - unreliable information  - one or two resources  - keeps incomplete notes  - doesn’t provide a complete  bibliography |
| **Notes** |  |  |  |
| **Self**  **Management** | Stays focused on the task during class time  - attends meetings punctually  - uses time in/out of class  effectively by planning and  preparing for all stages of the  Exhibition  - completes tasks responsibly | Stays quite focused on the task  during class time  - attends meetings punctually  - uses time in/out of class quite  effectively by planning and  preparing for all stages of the  Exhibition  - completes tasks with some  responsibility | Experiences difficulty remaining  focused on the task during class  time  - late when attending meetings  - uses time in/out of class  ineffectively resulting in  incomplete planning and  preparation for all stages of the  Exhibition  - completes tasks only with adult  direction and support |
| **Notes** |  |  |  |
| **Action** | Student shows initiative; student follows through on their ideas; student participates fully in the chosen action. | Student attempts to follow through on their ideas; student participates in the chosen action. | Student puts little effort into pursuing action. |
| **Notes** |  |  |  |
| **Action beyond the Exhibition** | Student continues / pursues action beyond the Exhibition unit. | Student attempts to pursue action beyond the Exhibition. | Student does not continue / pursue action beyond the Exhibition unit. |
| **Notes** |  |  |  |